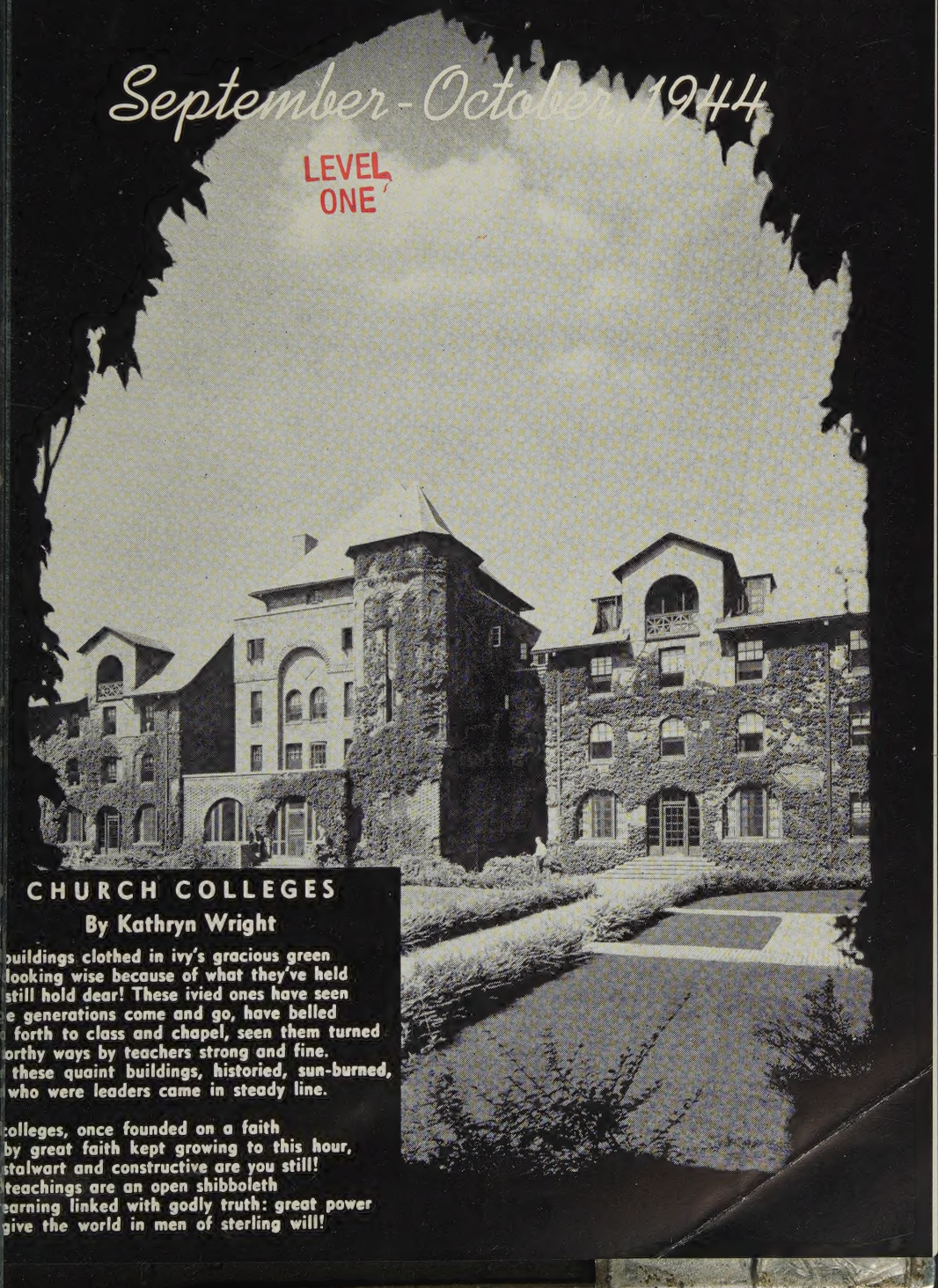
# CHRISTIAN EDUCATION MAGAZINE

September - October 1944

LEVEL ONE



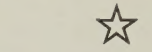
## CHURCH COLLEGES

By Kathryn Wright

buildings clothed in ivy's gracious green
looking wise because of what they've held
still hold dear! These ivied ones have seen
e generations come and go, have belled
forth to class and chapel, seen them turned
orthy ways by teachers strong and fine.
these quaint buildings, historied, sun-burned,
who were leaders came in steady line.

colleges, once founded on a faith
by great faith kept growing to this hour,
stalwart and constructive are you still!
teachings are an open shibboleth
earning linked with godly truth: great power
give the world in men of sterling will!

# *In This Number*

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## INFORMATION PLEASE

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***Thank you!***

**—The Editor.**

# CHRISTIAN EDUCATION MAGAZINE

Boyd M. McKeown, Editor

PUBLISHED BI-MONTHLY BY THE DIVISION OF EDUCATIONAL INSTITUTIONS
THE BOARD OF EDUCATION OF THE METHODIST CHURCH
810 BROADWAY, NASHVILLE 2, TENNESSEE

Harry Wright McPherson, Executive Secretary

Entered as second-class matter at the post-office at Nashville, Tennessee, under act of August 24, 1912

Volume XXXIV SEPTEMBER-OCTOBER, 1944 Number 5


## More Than Conquerors

"In all our trials and temptations make us *more than Conquerors* through Jesus Christ who loved us and gave himself for us." This sentence, with its Scriptural allusion, was a favorite petition of my Father's. I have heard him use it many times in concluding the evening prayer as we knelt at our family altar.

That appeal is even more in order today. Perhaps the timeliness of such a prayer is greater now than at any moment in history. Let us hope that we are more conscious of the need it voices and of the difficulties involved than we were when the fighting stopped in Western Europe twenty-six years ago.

At the close of World War I victory perched, securely we thought, upon the standards of the allied nations. As this is written early in September, 1944 it becomes apparent that in broad outline the events of September-October, 1918 are being duplicated and that in the near future victory over Germany will again be ours.

This time, however, our concern should be to make it victory-plus At the end of World War I *we were conquerors.* This time we must be *more than conquerors.* Not only must we win the war; we must shape a lasting peace. Only thus in the long sweep of history can our children's children accord to our generation the distinction *more than conquerors.*

The problems will be tough and will call for leaders of tough mental and moral fiber. This will be true on every level and in every group from Dumbarton Oaks to the most remote rural communities. In cities, towns and cross-roads settlements leaders of vision and understanding will be needed. Specialized skills and technical knowledge will make their contribution but in every community we must have leaders whose understanding exceeds the limits of science. If through the years we are to be remembered as *more than conquerors* it will be due to the leadership of men and women of broad knowledge and of Christian insight.

Said William Bradford: "Civilization has never been saved by men of knowledge but by men of faith."

Where then is the world to look for this much needed blending of liberal education and spiritual motivation; for this union of knowledge and vital piety? The answer is easy—it must look in large measure to the Christian colleges.

Insofar as we succeed in building a righteous and permanent peace and enlisting Americans fully and if need be sacrificially in its support, it is safe to say that it will be largely achieved through the quiet influence of men and women trained on our Christian campuses and possessing the idealism for which their alma maters have always stood.

B. M. M.

# Within the Family—A Symposium

## I. Unite and Grow

John O. Gross *

The Committee on Objectives of the Board of Education in its first report February, 1942, expressed the hope that there would be in The Methodist Church "an educational plan and purpose wherein the educational institutions shall be more definitely related to the Church, and the Church, in turn, assume greater obligation in financial support; wherein there would be a flow of students from the colleges of the Church to the graduate schools of the Church; wherein greater attention shall be paid to the selection of teaching personnel in the light of objectives of the Church; wherein the administrative and teaching staff may find opportunity for advancement in the system as a whole; wherein religion may become such a force as to make a contribution of the Methodist colleges religiously unique."

At present there are sufficient institutions related to The Methodist Church which have differentiated programs to provide wide educational opportunities for Methodist youth. The time is ripe to urge the Church to utilize all of our schools in the work of training its young.

Naturally, moves in this direction do depend on the institutions themselves. Sometimes schools are insensitive to the mood of the Church, but sensitive to the wishes of the community, city or region where they are located. The wide area of service that the Church promises its schools is the best antidote that they have against narrow provincialism. Its breadth, incidentally, also definitely aids them to render a wider service to their own sections.

The period through which the institutions are now passing reveals the need of a closely developed cooperative plan. For instance, the Church institutions face a shortage in teaching personnel. Our best administrators know that they cannot build Christian schools unless their faculties sympathetically accept the program of the Christian institution. This problem will not be solved until the schools find how to help one another in this important work. The colleges ought to be able to locate in their list of graduates many acceptable teachers for church-related institutions. They should also discover undergraduates with high aptitudes for scholarship and talents for teaching and encourage them to prepare for teaching vocations in church colleges. The universities can easily gear their graduate program into such a plan and cooperate in a large way with the colleges in training the best young people for service in the institutions of the Church.

* Secretary, Department of Institutions (General), Board of Education.

In the various areas of educational work such as cooperative promotion and sharing of ideas concerning all phases of college administration, the institutions can be of high benefit to one another. By cooperating with each other, they will better fulfill their high mission of service to the Christian Church.

Eugene B. Hawk *

## II. The Inter-Relationship of Our Universities and Colleges

It is not easy to establish a vital relationship between the Universities and Colleges of the Church. At times there is a feeling of competition in that both are interested in students working for the bachelor's degree. It must also be recognized—perhaps due to our lack of church statesmanship—that regardless of Methodism's boasted connectionalism, there is no great feeling of unity or coordination among our educational institutions. Very little has been accomplished in setting up a system of Methodist schools in any region. The college or university moves along as a separate Ishmaelite hoping for the best in spite of the hundreds which have fallen on evil days.

There are exceptional cases where schools have more or less integrated their work. Such situations have grown up largely by reason of the leadership of the institutions. This is the case between Southern Methodist University and McMurry College of Abilene, Texas. Scarcely a year passes in which there is not a representative of the University on some program at McMurry or speaking to groups in the student body. Many who have served as faculty members of the College have taken their graduate work at the University. Two of the recent College presidents are University alumni. In a recent financial campaign for McMurry President Umphrey Lee of Southern Methodist University and Bishop H. A. Boaz, who is director of the Living Endowment at the University, spoke in various sections of Northwest Texas in behalf of the McMurry Endowment Fund. Such relationships obtain that it is but natural that a large percentage of the graduates of McMurry come to the School of Theology and the other graduate schools of Southern Methodist University. Some of the students go to other institutions, as is to be expected, but I think the faculty and also the students at McMurry have the feeling that they have a part in the work of Southern Methodist University, and the University looks at the College as an interested participant in its own program.

The colleges of the Nation draw 85 per cent of their student bodies from within a comparatively small radius of the campuses. This is as it should be if we are to have colleges.

* Dean, School of Theology, Southern Methodist University, Dallas, Tex.

Outsiders will never build or support them for us. This in no measure means narrow sectionalism, but it is demanded in the intellectual development of every section of our Nation. The time has come when the church colleges and universities of any area—and these are pretty well defined for us—should work together for the richest and fullest development of the young life and for the stability and enrichments of the educational institutions. This feeling of mutual opportunity and responsibility has an illustration in the relationship between Southern Methodist University and McMurry College.

Ruth Rhodes *

## III. We Send Our Graduates to Methodist Universities

Since the early days of McMurry College which first opened in 1923, a tradition has been growing to the effect that its graduates in contemplating further study should give first consideration to Methodist universities. To Doctor J. W. Hunt, the first President of McMurry College, it was axiomatic that a compact family relationship should obtain among the educational institutions of any given denomination and that the small undergraduate church college should be a natural and continuous feeder to the denomination's graduate and professional institutions.

Doctor Harold G. Cooke, the present President, adheres to the same conviction. He recently said, "To direct its graduates into the institutions of Higher Learning in the educational system of Methodism is a basic aim of McMurry College. We suggest for first consideration by our candidates for graduation, S.M.U., the University of this Jurisdiction—the South Central. We want our young alumni, in addition to the academic training they will receive, to form contacts that will be of immense value to them if they intend to preach, teach or be otherwise employed within the geographic area of the South Central Jurisdiction."

Doctor Cooke also believes that a progressive orientation to The Methodist Church, its program and its polity, is essential to the highest type of "churchmanship" and should continue throughout the period of formal education. He holds that such orientation can be provided better by Methodist universities than by non-Methodist institutions.

Holding consistently to this position McMurry has sent students for graduate study to Southern Methodist University, Duke University, Emory University, University of Southern California, Scarritt College and Iliff School of Theology.

In its twenty-one years of educational service, sixty-five McMurry graduates have attended the advanced schools of Southern Method-

* Director of Publicity, McMurry College, Abilene, Texas.

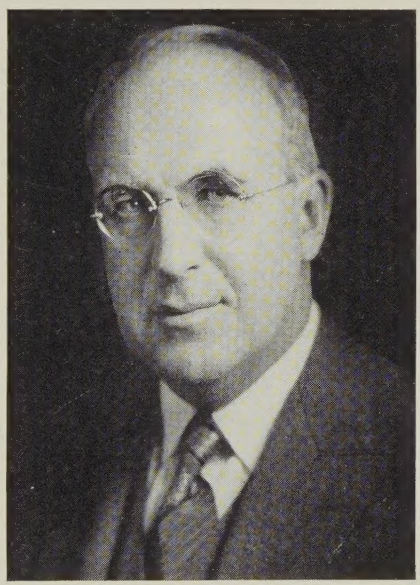
ist University. Fifty-four of them were ministerial students and entered the theological seminary of S.M.U., while eleven others took courses in law, commerce, or the graduate School of Arts and Sciences.

To Scarritt, McMurry has sent five students to pursue graduate courses qualifying them to become missionaries or deaconesses in The Methodist Church.

In the files of the Dean's office at McMurry College is a letter from Bishop Paul N. Garber, who, until his recent election to the episcopacy, was for some years Dean of the Divinity School of Duke University. After stressing the acceptability of small college graduates into the larger schools for graduate work, thereby endorsing McMurry's policy, he wrote concerning a student from McMurry then in Duke: "We are pleased to have him in the School of Religion and if he is the type of other McMurry students we will be happy to have many of your graduates come with us. He has been a splendid advertisement for McMurry College and we will be happy to receive other graduates from there."

An alumnus of McMurry College and a graduate of the School of Theology of Emory University, Reverend Holland Hope, received much publicity last year, when he chanced to be the one thousandth Methodist minister to enter the Chaplaincy in the present conflict. Hope received a Bachelor's degree from McMurry in 1940, then entered the Candler School of Theology at Emory for further study toward a Bachelor of Divinity degree. Before his graduation from Emory he had applied for a commission as Chaplain. The application was favorably acted upon and shortly after his graduation he was sworn into the Service.

Chief responsibility for implementing the McMurry program of guiding its graduates to Methodist universities rests upon the shoulders of Dean W. B. McDaniel, who says: "We at McMurry, have definitely adopted the policy of encouraging our more capable students to take graduate work in our Methodist schools of Higher Learning. To effect the transition with the least disturbance possible, we try to plan the undergraduate work with some definite graduate degree and graduate school in mind. After all, where should the leaders of The Methodist Church, lay as well as professional, be trained if not in the Methodist colleges and universities?"



Daniel L. Marsh *

## IV. Let Church-Related Universities Train Teachers for Church-Related Colleges

If a college president is doubtful of the good academic standing of his institution, he tries to impress others

* President, Boston University, Boston, Mass.

with its worth by boasting of his faculty members who have their Ph. D. degrees from such and such non-church-related universities. Deans and professors of church colleges tend to brag about how many of their students have gone for graduate work to non-church-related institutions. Why is this? The central answer is that many church-related colleges, suffering from an inferiority complex, feel that they may make the world overlook their inferiority if they can put themselves "conversationally" on a level with institutions that are not related to the Church. Some honestly believe that such institutions are of higher grade, and so they not infrequently advise their graduates to go to these non-church-related universities.

The Church, on the other hand, is repeatedly raising the question as to whether it is any longer worth while to give support to institutions historically and traditionally related to it. Are its own institutions inferior? Will Methodist young people secure better education in non-Methodist institutions? Can the church-related colleges find better professors elsewhere than in the universities which have been developed under the auspices of the Church? What would cause anyone to think that a secular university is of higher grade than a church-related university? These and similar questions are being asked. If they cannot be satisfactorily answered, the Church is bound to form the conclusion that there is no reason for directing church money into its educational institutions.

The simple truth of the matter is that we have as good institutions related to The Methodist Church as are to be found anywhere in the land. For the sake of the authoritativeness of the dictum, let me be personal. I have studied in four great universities in the United States, two of them related to The Methodist Church, and two not so related. I have studied and lectured in two of the most famous old universities of Europe. I am acquainted with practically all of the leading universities in America, and I have personally investigated fifty-five universities in foreign lands. I know both from observation and experience something about the comparative values of institutions of higher learning. I give it as my solemn judgment that no universities in the world can train college professors better than can the universities related to the Church.

What would make anybody conclude that a secular institution is superior to an institution with a religious inheritance? Certainly age is not determinative. There are so many well-trained Ph.D. scholars now that no one institution can "corner" them as was possible in the earlier days. Elegant buildings do not guarantee scholarly excellence. The great Daniel Gilman, the informing genius and first President of Johns Hopkins University, thought that a chicken coop might serve the purpose of a university if it only had the right kind of faculty.

Multiplied acres of floor space for laboratory purposes is a very fine thing; but recently I made a study of the beginnings of the discoveries of what have been declared the seven greatest wonders of the modern scientific age—the telephone, wireless telegraphy, the airplane, radium, the germ theory of disease and the antiseptic principle of the practice of surgery, vaccination against smallpox, and the X-ray. I was profoundly impressed by the crude, simple, and what we would call the utterly inadequate laboratory facilities available to the discoverers or inventors of these wonders of the modern world.

The time has come when universities and colleges related to The Methodist Church should stand together, the colleges sending their superior students to our church-related universities for professional and advanced training, and the universities giving special attenion to the training of superior teachers for the colleges. This is but a modern application of the General Rules which all Methodists are supposed to observe, particularly that Rule which exhorts us to give evidence of our desire of salvation "by doing good, especially to them that are of the household of faith or groaning so to be; employing them preferably to others; buying one of another; helping each other in business." It may be that some of these institutions have only a tenuous relation to the Church. It may be that the Church has practically forgotten that it owes anything to them, and has given up expecting anything from them. Nevertheless, the surest way to keep these institutions mindful of the Church is not by scolding them, but by cooperating with them.

If a college president has a sense of values, a sense of proportion and a proper endowment of common sense, he knows that what counts most, when an addition is to be made to his faculty, is not academic degrees or prestige, but *the person*—how much native ability has he? How magnetic is his personality? How sound is his character? How successfully can he quicken minds and impart knowledge? Above everything else, what is the general effect of his influence upon the student body?

It ought to be easier to find the person who embodies the acceptable answer to these questions in our church-related universities than anywhere else. No church-related university ever boasts that it aims to "educate young men to drink like gentlemen!" Standards of behavior in a church-related institution, howsoever tenuously that institution may be related to the Church, resemble the standards approved by the Church. Loyalty to the Church as an organization and reverence for the ancient beliefs and pieties are never out of style in an institution that recognizes its heritage from the Church.

So I may say that while our great universities are non-sectarian in their service, having within their student bodies representatives of all faiths and creeds, and while they believe in and scrupulously practice a broad tolerance, not allowing religious opinion to affect the admission of students or the engagement of instructors, yet they have within them an intellectual and social climate conducive to the growth and development of Christian idealism. While they are as eager as any others in their quest of truth, longing for truth as a blind man longs for sight, yet they make this quest in a spirit of affirmation rather than of negation, of reverence rather than of irreverence. They furnish opportunities for the student to acquire religious truth that will be the unifying synthesis of knowledge, keeping it from becoming fragmentary, and thus helping to keep education and life from becoming fragmentary.

Though our church-related universities are *en rapport* with all other good universities, respecting and honoring them—and respected and honored by them—and even though they may not be any better, academically speaking, than these other universities, yet I hold that our colleges should direct their superior students to these church-related universities, and that our college presidents should look first to these universities for faculty members.

# Educational Dangers in the Wartime College

## (As Particularly Pertaining to Religion and Philosophy)

●

Thomas S. Kepler*

Recently I was browsing through an article written several years ago which included these words, "what the world is now in desperate need of is a higher education in which the content of the whole curriculum shall be presented under a spiritual interpretation — science, mathematics, history, literature, philosophy, and every other subject." It seemed unusual and caused me to realize more poignantly than ever before that the motif of the liberal arts college has digressed far from that of our first college, Harvard founded in 1636. Her purpose was that of saving the churches from an illiterate ministry through her service of educating men for the clergy: the college's purpose today is generally that of trying to help the United Nations win the war. Surely a paradox of purpose born out of necessity!

The liberal arts colleges today must be willing to make every sacrifice—except one—to help win the war! The one sacrifice I reserve is that of *judgment,* with which are allied three imminent dangers.

1. *At a time in which the traditional norms of the liberal arts college have been questioned and re-evaluated, the colleges find themselves becoming war-centered institutions.* This is the first danger. Every college must in devoted ways help the United States win the war; but in so serving the government she must not lose her particular reason for existence. College administrators today need a bi-focal vision, with one eye on the war effort and the other eye on the preservation of the spirit of the liberal arts college.

Before the nineteenth century the liberal arts college found her *esprit de corps* in the arts and letters. In the nineteenth century science found entrance to the liberal arts college in an enthusiastic manner. The average person within the corridors of the liberal arts college in the nineteenth century and the early part of the twentieth found his interest in education mainly that of getting technical ways to better his earning a living. Had the present war not interfered, by the end of the twentieth century the motif of the liberal arts college might have been saturated with the social sciences, aided by philosophy and religion, in which college graduates would have found the reason for graduation mainly tied into a purpose to better the world.

At a recent meeting of American educators the subject discussed was,

* Professor of Bible and Religion, Lawrence College, Appleton, Wis.

"Will the Liberal Arts College Survive?" After the papers were read dealing with this theme, the discussion turned almost immediately to the defense of the humanities. It seems obvious that liberal arts colleges will survive amidst war effort only in relationship to the way they can retain the humanities.

2. There is another danger: *At a time when students are needing a profounder, sturdier philosophy of life to meet the problems of a war-torn world, the college curricula (due to their concentration on the sciences) are turning the minds of students away from courses like those in religion and philosophy.* It may be said (with a question mark in my mind) that "there are no atheists in fox holes"; but there do remain students on our college campuses who are much confused about the problems of religion. They need courses in philosophy and religion more than before, mainly that they may become intelligently religious.

With almost all men in uniform on our campuses next semester, courses in religion and philosophy will be taken mainly by women, since our war curricula suggested by the government make practically no room for courses in those subjects. Even in the Navy V-12 program, which is one of the best educational patterns offered by the government, the only two courses suggested savoring of religion or philosophy are: one on Plato and one on the materialistic philosophy of the eighteenth and nineteenth centuries.

3. The third danger is revealed in certain proposed curriculum changes: *At a time when students need a feel of history in order to have a perspective for facing contemporary problems, there are suggested changes in some of our curricula so that courses in religion and philosophy can be expedient for the present emergency.*

I still am in agreement with Emerson that "the lesson of life is to learn what the centuries have to say to the hours" when it comes to the educational experience. There are no expedient courses in the arts, particularly no expedient courses in religion and philosophy. Student-centered education has a place in a technical school, but not in a liberal arts college. A liberal arts college must give students long historical roots in order that they may see possible ways of living and solving contemporary problems. Especially are such courses needed today in religion and philosophy so that students may have perspective of ways to meet their present difficulties, as well as a view of people in other centuries who faced problems which seemed immense to those times.

Recently in a radio talk Winston Churchill sounded the note that I am here mentioning, "The future of the world is left to highly educated races who alone can handle the scientific apparatus necessary for pre-eminence in peace or survival in war. I hope our education will become broader and more liberal. All wisdom is not new wisdom and the past should be studied if the future is to be successfully encountered."

Men in the armed forces today are concentrating on the sciences. When they return to the colleges after the war, they will make a new demand on the courses in the arts now being neglected in their education. The wise college administrator will envision this demand. He will keep his courses in the arts intact now as far as possible. He will enlist the strongest teachers of the arts he can find in the war emergency, in order that the humanities can be presented more strongly than ever, both now and in the postwar period.

# Albion's New Type Religious Emphasis

Ann Hollinshead *

The Campus Religious Council of Albion College early in 1944 presented to the student body plans for "A Period of Religious Emphasis During the Lenten Season," rather than the traditional four-day Religious Emphasis Week of other years. Three challenging addresses by leading Michigan Methodist clergymen were made in the chapel hour on three consecutive Mondays, March 20th, March 27th and April 3rd. Dr. King D. Beach, pastor of Jackson's First Methodist Church talked on "The Importance of Religion"; Dr. Charles W. Brashares, now Bishop Brashares but then pastor of the First Methodist Church of Ann Arbor, spoke of "The Highways of the Mind"; and Dr. D. Stanley Coors of the Central Methodist Church of Lansing discussed "Life as an Affair of Honor."

Discussion groups were later conducted with the morning speakers who in each case remained for the day. Following the March 20th convocation a meaningful close-of-the-day period of informal meditation was directed by Dr. Beach in the exhibition room of the Stockwell Library. On the evening of March 27th the students divided into ten smaller groups, each with a leader invited by the group to be its counselor for the evening. For the most part these counselors were drawn from the faculty or faculty family, though two were guests, namely Miss Mildred Sweet, Wesley Foundation Director of the University of Michigan, and Mr. Clifton M. Drury, State Student Y. M. C. A. Secretary from East Lansing.

* Director of Publicity, Albion College, Albion, Mich.

The last speaker, Dr. Coors, ushered in Holy Week with an exceedingly stimulating and dignified message. All were unusually receptive to its high ethical content. The four morning worship periods during Holy Week itself were entirely arranged and conducted by the students, a different campus religious organization being in charge on each morning. The climax occurred on Thursday morning at 7:15 with the Wesley Fellowship in charge and holy communion being administered by President John L. Seaton assisted by the college chaplain, Dr. Frederic S. Goodrich, and the pastor of the college church, Rev. G. Dempster Yinger. More than one-fourth of the student body were present.

"Religion is basically back of everything that people try to do that is decent," said Dr. Beach.

"There is no conflict between Science and Religion. The one merely strengthens the other," said Dr. Brashares.

"Is the life I am living worth a soldier's dying for? Is it worth our

(*Continued on page 27*)

# The Next Best Thing

H. W. McPherson *

Circumstances are sometimes such that even those who want to do only the best have to be content with seconds. The program of uprooting and relocating Japanese Americans has constituted one of our major internal problems of the present war. No group has suffered more serious interruption of total life-affecting plans than the youth and those within the student age range. A major disturbance at such a stage cannot fail to leave its effect upon one's entire life.

One Relocation Project calls for another! Not only as a gesture of good will but as a most effective service, our church and educational institutions have joined the National Japanese American Student Relocation Council in a program of Japanese American Higher Education, which is now a government policy. This started more than two years ago when the War Relocation authority asked the American Friends Service Committee to organize the work of getting these students into college. Soon other denominations united in the movement.

The Methodist Church entered this service officially in December, 1942, when a joint committee of nine, three each from the Division of Home Missions, the Woman's Division of Christian Service, and the Division of Educational Institutions, was formed. The committee assigned the responsibility of placing students in institutions to the three members from the Division of Educational Institutions. Because various denominations considered their first obligation the assistance of their own, this joint committee was directed to assist students in the following order: first, members of The Methodist Church in Methodist institutions; second, members of The Methodist Church in other institutions; third, beyond that, preference to be given to assisting Buddhist students.

With the willing cooperation of our institutions we have located 76 Japanese American students and have promised assistance to fourteen others who will enter school soon. There are now approximately 300 in Methodist institutions. Travel expenses of students to the amount of $1,631.64 have been paid by the Division of Home Missions. The Woman's Division is caring for a few students in institutions related to the Division. To August 25, 1944, the Division of Educational Institutions paid $9,459.85 for tuition and other expenses. The Council clears individual cases and compiles needed information.

March 28, 1944, C. V. Hibbard, National Director, stated, "To date we have placed in universities, colleges, nursing and trade schools rather more students of Japanese an-

* Secretary Division of Educational Institutions and chairman, Joint Committee on Relocation of Japanese American Students.

cestry than were enrolled in the three West Coast states at the time of the evacuation. These are distributed in forty-four states. In addition we have assisted five or six hundred others to make their own college arrangements. This brings the total number placed to over three thousand. Of these some have left college."

In the future needs will probably decrease, although there are still many of the original group to be placed, and there will continue to be a substantial number of those graduating from high school who will need some assistance.

Because of a wartime necessity a very serious national problem is being changed into an asset to both these unfortunate citizens and their nation. Necessity being the mother of invention still, this whole bad

situation is being greatly alleviated by an effective cooperative salvage plan.

This is a Christian service making for good will and in a measure compensating for injuries inflicted upon this group of American citizens. The efforts of these students along the line of self-help and their genuine expression of appreciation together with a basic desire to be of service to their country, give every assurance of their loyalty and the good Christian spirit in which they are accepting the whole unfortunate uprooting program.

The final test of any program is what it does to the persons involved. This service is helping to bridge over what might have been a serious chasm in the lives of these Americau citizens and their nation. The most hopeful sign is the wholesome reaction on the part of students served as indicated in the following quotation from a letter to a member of the committee August 16, 1944:

"I want you to know that I appreciate what you have done for me. Wherever I may be and whatever I may be doing, I shall never forget that I have been able to further myself through your aid. Even if I may not be able to repay you in money, I shall always remember that it is my duty to repay you by some other means. Will you pass on my thanks to the others?"

The scholastic record of these students is most encouraging and perhaps unsurpassed by any other like number of students. The committee always works with and depends upon reports received from the institutions in which the students are enrolled. Continued assistance depends upon the recommendation of the institutions attended and other satisfactory reports. All told, this effort to help dislocated young people find themselves and succeed as loyal Christian citizens may be one of the best things coming out of the worst world situation.

* * *

Drew University (Madison, N. J.) for the first time has had an all-summer session for the Theological Seminary.

# Dedicated to Private Devotion

Stanley H. Martin *

Many people are inclined to think that the process of religious education cannot extend beyond the High School level. To such, religious education is an activity confined to early childhood and consequently is entitled to no place on the average campus. They do not appreciate that religious education is a continual process that gives meaning and significance to every level of life, especially to the growing experiences of the Christian college campus.

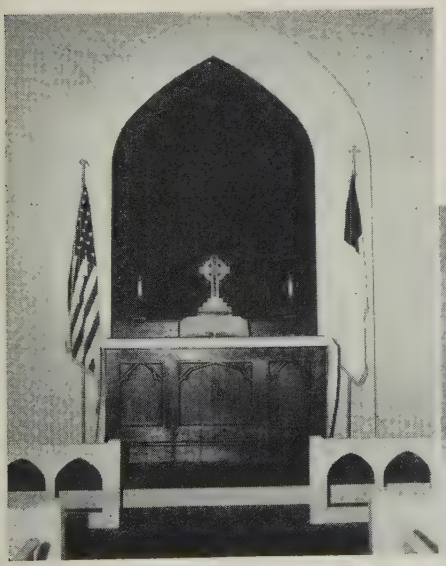
The students of Simpson College, Indianola, Iowa, recently participated in a cooperative, campus-wide project that had both religious and educational value, and as a project in constructive religious activity, it has done much to elevate the general opinion regarding religion. Simpson's students have long been aware that a more formal atmosphere was needed if there was to be an adequate emphasis on personal devotion and quiet meditation. As the students faced this problem this year, it was suggested that a "Little Chapel" be constructed on the campus and that it be made the focal point of our religious activities and private devotions. The development of this project has been realized during a period of international stress and local confusion, and yet it demonstrates that sound religious education can take place even in the worst of times.

The outstanding religious emphases in the construction of the "Little Chapel" were cooperative action, the introduction and interpretation of meaningful symbols, and the reorientation of the individual and the group relative to the place of religion on the campus.

This project found students from every social, intellectual, and economic level eager to cooperate in order to provide a common place for private devotion. A cooperative, democratic process is generally recognized as the key to effective work with older youth and those of college age, especially in the field of religious activities.

The average college campus in America is resplendent with symbolism, but many religious leaders have

* Director of Religious Activities, Simpson College, Indianola, Iowa.



The Altar, Simpson College, Little Chapel

Interior of Little Chapel (Simpson College) from the front

not explored this resource as a method of making religion real and objective. Yet, effective symbolism has, from the earliest period of Christianity, been considered an essential element of worship. Appropriate symbols of color and form have been introduced into the "Little Chapel" project and the general student reaction has been remarkably favorable.

The central object in the worship experience of the student is the altar. The presence of the altar suggests that God is resident in the altar and in the chapel and that it can help the individual in his experience of the Holy Spirit. Experiences of worship that are built around an altar may result in a genuine communion with God, may quiet the troubled spirit, and challenge the students to lives of higher service and deeper devotion.

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# A Church School Elective Course in Race Relations

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Lyndon B. Phifer *

Jesus' rule, called golden, in Matthew 7:12; Luke 6:31, has meaning for Christians in the area of race relations, according to the Methodist Curriculum Committee. At any rate, the committee approved a short course for adults under the title "The Golden Rule in Race Relations," and Dr. Matthew S. Davage, Secretary of Institutions for Negroes, Division of Educational Institutions, was asked to write the lessons. The course is to appear in the *Adult Student,* our Methodist monthly church-school magazine, for December, 19.

The aim of the course is to help adults "see how the golden rule can be applied in daily life when dealing with persons of other races all over the world, but especially in the United States."

The course has five lessons, as follows:

December 3: All God's Children.

December 10: The Golden Rule and Human Needs.

December 17: The Golden Rule and the World's Work.

December 24: The Golden Rule and Christmas.

December 31: The Golden Rule, Citizenship and Culture.

In an interesting way Dr. Davage has treated the fourth study in the series as a Christmas lesson.

Each of the lessons is preceded by an appropriate passage of Scripture. At the end of each lesson are some questions for class discussion and some suggested readings in books, periodicals, and pamphlets.

Interesting pictures have been selected to illustrate the series.

* * *

A recent issue of the New Orleans *Christian Advocate* carried an attractive drawing of the proposed new church and student center edifice at Louisiana State University. A special gift of $25,000 has been almost equaled by gifts from churches in the Louisiana Conference. With above $47,000 in cash and bonds in hand on August 1, the Conference Commission on Student Work looks forward with confidence to the beginning of building operations as soon as priorities are sufficiently relaxed. Reverend W. E. Trice is pastor of the University Church and Director of the Wesley Foundation at Louisiana State University.

* Editor, Adult Publications, Board of Education, The Methodist Church.

# Introducing Our New College Presidents

**J. R. Burgess, Jr.**

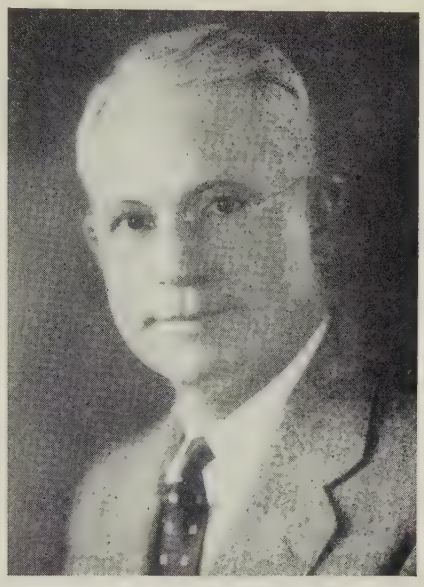
**Reinhardt College**
**Waleska, Georgia**

J. R. Burgess, Jr., president of Reinhardt College (Waleska, Georgia) began the duties of his new office on July 1, succeeding W. M. Bratton, who recently resigned after a long period of service in that capacity.

Mr. Burgess graduated from Young Harris College in 1927, received his A.B. degree from Emory University in 1931 and his M.Ed. from Duke University in 1936. He was licensed as a local preacher in 1925.

He started his teaching career in 1927, soon became a school principal and after two years was elected superintendent of a small school system in Northeastern Georgia.

He is a member of Kappa Phi Kappa and Kappa Delta Pi educational fraternities, is a member of the Kiwanis Club and is District Committeeman of the Boy Scouts of America.



**Ben M. Cherrington**

**University of Denver**
**Denver, Colorado**

Doctor Ben M. Cherrington was elected Chancellor of the University of Denver to serve during the military leave granted Chancellor Caleb F. Gates, Jr., when he entered the Army.

Doctor Cherrington is a graduate of the University of Nebraska and has his doctorate from Columbia University. Since 1926, when it was established, he has been the Director of the Foundation for the Advancement of the Social Sciences. It was largely through his work that the University received the FIDAC Educational Medal for distinguished service in promoting international good will and understanding.

In the late thirties, Chancellor Cherrington was asked by President Roosevelt and Secretary of State Cordell Hull to organize the Division of Cultural Relations in the Department of State, and was granted a leave of absence from the Univer-

sity. From 1939 to 1942 he was chairman of the International Relations Committee of the National Education Association. In 1940 he was elected vice-president of the Western Adult Education Department of the N. E. A.

Chancellor Cherrington's interest in international affairs is of long standing. From a long list of activities and achievements in that field the following are typical: He was one of the organizers of Students in Industry, in 1920; he helped organize the first American Seminar in Europe, in 1921; he directed the 1929 International Student Seminar in Geneva; and he was an adviser to the United States Delegation to the Eighth International Conference of American States in Lima, Peru, in 1939.

**Russell D. Cole**

**Cornell College**
**Mt. Vernon, Iowa**

Doctor Russell D. Cole, newly elected president of Cornell College (Mt. Vernon, Iowa) had been acting president since the death of Doctor John B. Magee, having previously held the position of vice-president and financial secretary of Cornell. He becomes the ninth president of the college.

Doctor Cole was born in Northwood, Iowa in 1900. He attended Davenport High School, graduated from Cornell College in 1922, worked for the Midland Mortgage Company in Cedar Rapids from 1922-28, and graduated from the Boston University School of Theology in 1932, having received his master's degree from the same university in 1931.

He held pastorates in Methodist churches in Massachusetts and in 1937 became field representative for Boston University working in the century of service financial campaign for the Boston University School of Theology.

He is married to Arrola Bush Cole, and they have two daughters. In 1934 he toured Europe. He is a Mason. While a student at Cornell College he was an outstanding athlete, playing on the football team and being a member of the track team.

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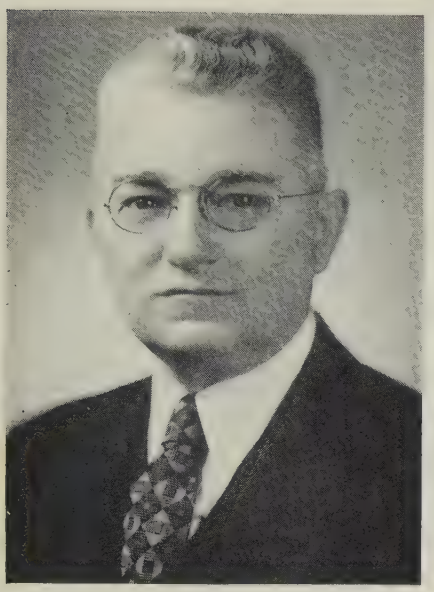
The phrase, "A Tennessean returning to his former haunts," might partially characterize Edgar H. Elam as he comes to the presidency of Martin College (Pulaski, Tennessee).

A graduate of the University of Tennessee with graduate study to his credit in Peabody College and in the University of Chicago, Mr. Elam brings to his new work a rare background of experience in business, governmental service and in varied types of education. The following are typical—

For seven years he was Principal of Pleasant Hill Academy (Pleasant Hill, Tennessee), a Cumberland



Edgar H. Elam

Martin College
Pulaski, Tennessee

Mountain project of the American Missionary Association. While in this position he directed the Institution's program and solicited funds for its support. More recently he did personnel work for the T. V. A. and for the past two years he worked in an administrative relationship with the Bureau of Training of the War Manpower Commission in the headquarters' office in Washington, D. C.

Martin College, in possession of greatly increased resources as a result of a successful financial campaign last year, is already undergoing some sweeping improvements at the hands of the new President.

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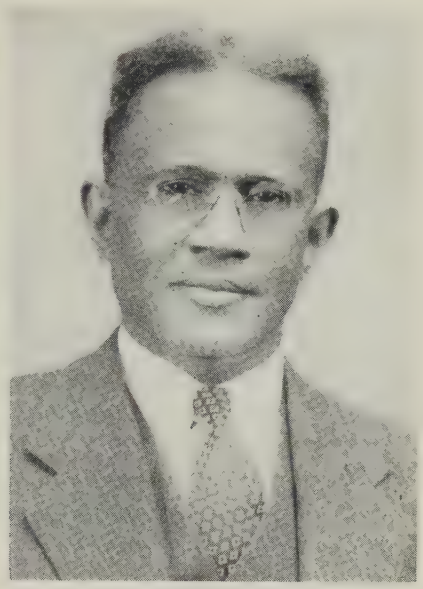


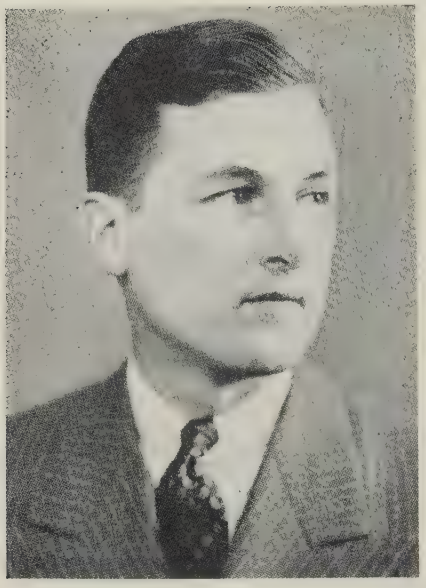
John W. Haywood

Gammon Theological Seminary
Atlanta, Georgia

Born in Tennessee Doctor John W. Haywood followed in the footsteps of Davy Crockett, Sam Houston and countless other Tennesseans and migrated to the Lone Star State. He was reared and received his public school education in Waxahachie, Texas. He attended Lincoln University in Pennsylvania, receiving his Bachelor's degree with honors in 1903. Later he returned to the Lincoln Theological School and took an S.T.B. degree, also with honors, in 1911.

After pastoral experience in New York and in Texas Doctor Haywood entered the field of Education and has ably served his church in administrative and instructional assignments in three of its colleges. He was on the faculty and later was dean of Wiley College and held similar posts at Morgan College. Since 1936 Doctor Haywood has been president of Morristown College.

President Haywood is widely known as a gifted speaker and this together with his background of experience and his broad acquaintance throughout Methodism, commends him for his new responsibilities.



Nathan M. Pusey

**Lawrence College**
**Appleton, Wisconsin**

In the person of Doctor Nathan M. Pusey, Lawrence College, which in less than three years will celebrate its 100th anniversary, recently acquired its tenth president. President Pusey succeeds Thomas Nichols Barrows, who resigned last November because of ill health.

In naming thirty-seven year old Doctor Pusey, the Board of Trustees continue the policy of previous Lawrence governing bodies in selecting progressive young men to head the Institution. The immediate three predecessors all have been within the ages of thirty-six and thirty-eight when they took office.

Doctor Pusey is comparatively well known to Lawrence College inasmuch as he was on its faculty from 1935 to 1938.

He held the Charles Elliot Perkins Scholarship award at Harvard College for four years and was graduated magna cum laude in 1928. He also won the William Lowell Putnam Intercollegiate Scholastic competition, a competitive examination in English literature between students of Harvard and Yale.

Immediately following his undergraduate days at Harvard, Doctor Pusey traveled extensively in France and Italy and resided for a time in both countries. His first teaching experience was in the fields of English and Mathematics at Riverdale Country School in New York City.

After a period of travel and teaching he returned to Harvard. He received the M.A. degree in the field of Ancient History in 1932 and the Ph.D. degree in 1937. A Fellowship for 1934-1935 enabled President Pusey to spend that year in Greece as a member of the American School of Classical Studies in Athens. His doctorate was awarded for a thesis on ancient Athenian Law.

Doctor Pusey comes to Lawrence from Wesleyan University, where he has been teaching in the classics and is chairman of the new course in the Humanities. He is a member of the Classical Association of New England and of the American Archaeological Society.

* * *

## Duke University Provides Legal Aid Clinic for Service Men

Since the summer of 1940 the Legal Aid Clinic at Duke University has been giving free legal advice to service men with problems. The clinic has an office in the Law Building and another in downtown Durham, and Prof. J. S. Bradway of the Law School goes to Camp Butner one evening a week to be available to soldiers there who need legal advice. It is not only North Carolina service men who are helped by the Legal Aid Clinic. Frequently letters come from men overseas who are not North Carolinians.

## Two Staff Members Retire

B. M. M.

The July meeting of the Board of Education was marked by the retirement of two long time and faithful servants of the Board and of the Church, Doctor W. E. Hogan, Treasurer and Doctor Lucius H. Bugbee, Secretary of the Editorial Division.

Doctor Hogan came to the Treasureship of the Board of Education of the former Southern Church in 1910, after ten years of service as a member of the faculty

of Hendrix College (Conway, Arkansas). He is a native of Arkansas with earned degrees from Hendrix and from George Peabody College for Teachers, and with an honorary LL.D. degree from Hendrix.

With the merger of the Boards in the former M. E. Church, South, in 1930 Doctor Hogan became Treasurer and Business Manager of the newly created General Board of Christian Education. Following Unification in 1940 he became Treasurer of the Board of Education of The Methodist Church in which position he has continued to give skillful guidance to the fiscal affairs of the organization.

Doctor Bugbee, a native of Ohio, was educated in Boston University and in the University of Chicago. From the former Institution he holds the A.B. and S.T.B. degrees and he has an M.A. from the University of Chicago. Still other degrees include a D.D. from Grove City College and an S.T.D. from Syracuse.

He served pastorates in Pennsylvania, Massachusetts and Minnesota. In 1930 he became Secretary of the

Editorial Division of the Board of Education in the former Methodist Episcopal Church, coming to that post from a ten year ministry in Hennepin Avenue Church in Minneapolis.

He helped to steer the church school literature through the depression, through the days of unification and through the many adjustments that had to be made by way of combining over-lapping publications and of organizing and launching new periodicals the need for which was dictated by the greatly enlarged program of The Methodist Church.

Doctor Bugbee is a member of Phi Beta Kappa and is an author of note, having four titles to his credit.

* * *

The University of Alabama, according to Doctor William Graham Echols, local Wesley Foundation Director, is offering in its Extension program two correspondence courses in "Religions of Mankind." These courses are approved by the U. S. Armed Forces Institute and are listed by the University along with other course offerings designed especially to meet the needs of men and women in the armed services.

# A Public Relations Short Course

## An Appreciation

Hubert T. Quillian *

The first short course in Public Relations for Colleges held at Scarritt College early in July was an excellent meeting. The messages brought to us by leaders in their respective fields—Nall, Stowell, Harral, Reck, Moss, Sowell, Brandon, and Benson, were outstanding.

Genuine aid, practical guidance and constructive suggestions stimulated the thinking of all those who attended this course. One is reminded of the story of the mountaineer who was asked on the witness stand if he could read and write. He responded, "I can read figgers, but I can't read writin.' If I see a sign on the side of the road, I can tell how fur but I can't tell whar to." Our leaders in this conference gave us a sense of direction. They not only knew how far, but they also knew "whar to."

It is hoped that similar courses may be arranged, and the privilege of this experience shared with other areas of the Church.

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# "Well, It was Different"

## Another Appreciation

Adrian J. Edgar *

"What? Another Conference? Don't they know that we are in a war? Have they tried to get reservations these days? The A. C. P. A. had a Conference just two months ago. Why another conference now? How would it be any different from the one I just attended?" Those were some of the questions which popped into my mind when I received an announcement of the Short Course on Public Relations to be held at Scarritt College sponsored by the Joint Committee on Public Relations July 10 and 11.

Well, it *was* different. It was one of the most profitable conferences that I have ever attended. It was a small group. This made it easy to get acquainted and to have more personal contacts. I learned the name of every individual attending the conference. The group did not break up into cliques. We seemed to be one family with a common purpose.

Another reason why this Conference was different was that the program was built on the general theme of what was being done in public relations in other schools and what we can do in our school. The speakers emphasized the practical side.

The program moved along with ease and precision. Each speaker kept within his allotted time. Each one presented his subject informally. An opportunity was given following each presentation for questions and discussions. This proved to be one of the most important periods of this Conference.

The Conference held at Scarritt was different at this point. It did have the church point of view. Not even the church has always been sold on the place of its church college. It is not uncommon to hear a layman say "Why support a church college, Why not let the state do the job?" The church college has an idea to sell and should promote it in season and out of season. College presidents, directors of publicity, and directors of public relations need to see the unique place of the church

* President, LaGrange College, LaGrange, Ga.
* Director of Public Relations, Nebraska Wesleyan University, Lincoln, Nebr.

college and then go forth to tell the world about it. They need to know their publics and how to reach them. This, the Conference at Scarritt College helped us do.

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## New Legislation

B. M. M.

In an effort to aid in guiding more Methodist young people into Methodist colleges and more Methodist ministerial candidates into Methodist Schools of Theology, the General Conference in session last spring in Kansas City directed that certain pertinent questions be asked each year in the fall Quarterly Conferences. It is believed that these questions will provide valuable information for educational institutions of the Church.

Such information should also prove helpful to pastors and others who serve in a counseling relationship to youth in the local church and should be of practical assistance to the executive secretaries of Conference Boards of Education in

Breaking a precedent of 103 years standing, LaGrange College, LaGrange, Georgia, at its June 1944 Commencement conferred the Doctor of Laws degree on Mrs. Martha Macdonald Moore, wife of Bishop Arthur J. Moore.

Left to right above, Mrs. Moore, Dr. S. C. Dobbs, President of the LaGrange Board, and Dr. H. T. Quillian, President of the College.

whose offices the data are assembled.

The resolution as presented by the Committee on Education and as adopted by the Conference follows:

"It is recommended that in the fall Quarterly Conference the following questions be asked of the Pastor by the District Superintendent:

1. Who are the young people of this charge who are members of the senior class in high school?

2. Has the list of their names been sent to the admissions officers of the Methodist college or colleges related to the Annual Conference for their information?

3. Who are the young people now in college and university and those especially who are preparing for some form of Christian service, and in which institutions are they enrolled?

4. What young people from this charge are now studying in theological schools and in what school is each enrolled?

The District Superintendent shall report this information to the Executive Secretary of the Annual Conference Board of Education."

## Receives Honorary Degree

**Above is shown Mrs. Thomas A. Edison, widow of the famous inventor, of West Orange, N. J., as she received the honorary degree of doctor of humane letters Sunday, June 4, from President Charles B. Ketcham of Mount Union College, Alliance, Ohio.**

## Emory's Chancellor and Former President Dies

Doctor Harvey Warren Cox, 69, Chancellor of Emory University and its president from 1920 to 1942, died July 27 at Emory University Hospital in Atlanta. Doctor Cox had been in failing health for several years and suffered a heart attack about a week before his death.

First president of Emory after its expansion from a small college at Oxford, Georgia, to a university in Atlanta, Doctor Cox carried the institution through the difficult days of organization and later through the trying period of the depression. Under his administration the annual enrollment increased from 900 to more than 2,300.

Born February 19, 1875 at Birmingham, Illinois, Doctor Cox received his B.Ph. degree from Nebraska Wesleyan University, his M.A. from the University of Nebraska and another M.A. from Harvard in 1910 and his Ph.D. in 1911. Before coming to Emory in 1920 he was professor of philosophy at the University of Florida, and dean of that institution's teachers' college from 1911 to 1920.

Doctor Cox was an executive of force and courage and also of patience and kindliness. He held many positions of leadership in church and civic agencies as well as in education.

## Noted Educator Passes

With the death on July 1, 1944 of Doctor C. J. Greene of Hendrix College, Conway, Arkansas, Methodism lost one of its really great educators. Doctor Greene had served for forty years on the Hendrix Campus as a teacher of Religion. For a number of these years he was Vice-President of the Institution.

His greatest service, however, was probably delivered through his personal relationships with students. Doctor Mims Thornburgh Workman, in a poem dedicated to Doctor Greene and appearing in these columns more than a decade ago, wrote as follows:

"You heard the homesick heart of every youth
Because you loved and lost a youth your own;
You sensed that in us which is more than mind;
Believed it into being. You made known
To each his higher part and potency.
You set us toward the best that we could be." *

* * *

## Duke Loses Vice-President

With the passing on July 17 of Doctor Henry R. Dwire Duke University lost one of its most useful servants and North Carolina lost one of its outstanding citizens.

During an active life of sixty-one years Doctor Dwire had meritoriously filled many posts and served in many and varied relationships. On graduation from Trinity College in 1902 he became a member of the faculty of Fishbourne Military School, Waynesboro, Virginia. His next position was with the Twin City *Sentinel* at Winston-Salem, North Carolina which paper he edited for twenty-two years. The last eight years of this period he was co-publisher as well as editor. He came to Duke in 1929 as Director of Public Relations and Alumni Affairs.

In 1941 he was made Vice-President. He was managing editor of the *South Atlantic Quarterly,* Director of the Duke Press and editor of the *Duke Alumni Register.* He also

(*Continued on page 27*)

* "To a Maker of Men," by Mims Thornburgh Workman, in CHRISTIAN EDUCATION MAGAZINE, January 1933.

THE DEPARTMENT OF

# The Methodist Student Movement

HIIEL D. BOLLINGER

### Summer Courses Successful

The courses in campus Christian leadership which the Department of Student Work offers each summer met with more than usual success this past summer. Courses were offered at Emory University, Georgia by Dr. Harvey C. Brown and Dr. Henry M. Johnson, and at Garrett Biblical Institute, Evanston, Illinois by Dr. H. D. Bollinger.

Over sixty religious workers in Methodist Colleges and Wesley Foundations took these courses. The students developed projects which are used for program enrichment in local campus situations throughout the nation.

* * *

In recognition of his 44 years of faithful service to Trinity College and Duke University (Durham, N. C.) John Love, oldest colored employee of the University from the standpoint of years of service, was presented with a plaque of appreciation. The occasion was a barbecue for colored employees at which President Robert L. Flowers spoke briefly and Prof. C. B. Markham, Treasurer, made the presentation.

**Class in Campus Christian Leadership, Garrett Biblical Institute, June 19—July 20, 1944**

## Centenary Junior College Practices Good Neighbor Policy

The head of the Department of Social Science at Centenary Junior College (Hackettstown, N. J.), Dr. Leila Custard, has been appointed to serve as exchange professor of history and government at Santiago College, Santiago, Chile, from March to November, 1945. A member of the faculty of Santiago College will replace Dr. Custard at Centenary.

* * *

## Postwar Emphases Include Plans for Homes

### Hendrix College Offers Major in Home Building

Beginning in September Hendrix College (Conway, Arkansas) will offer a comprehensive four-year program aimed at preparing Hendrix women for the vocation which the majority of them will follow as wives. The Home Building program is not intended as preparation in professional home economics; it aims not at producing teachers, but at producing people equipped to build for themselves and their families a cultured home of efficiency and distinction. The liberal arts approach will be maintained. Basic work in clothing, nutrition, and child care, focused on practical problems, will be included in the course of study.

### University of Denver Plans for Needs of Women

A new folder put out by the University of Denver (Denver, Colorado) has the heading, "39 New Things for College Women at the University of Denver." The inside lead reads: "In time of war . . . prepare for peaceful and gracious living in your future home and work." Among the study courses outlined is one in Home Planning. Such subjects as Science in Living, Building Ideal Home Life, Our Social Heritage, Building the Community, Food Preparation, and Nutrition are listed in the curricula.

### Northwestern Offers Enlarged Home Economics Program

For the first time in its history Northwestern University (Evanston, Illinois) will offer to women this fall a four-year curriculum in home administration, leading to the degree of bachelor of science in home economics. The new curriculum provides for women students a course of study designed (1) to promote wiser care of the child, the family and the home; (2) to improve management of the home for better use of money, labor and time; and (3) to increase the opportunities for professional careers.

Specialized courses in home economics will be supplemented by cultural courses in such fields as psychology, art, music and literature. The program will make use of laboratory equipment and other assets of more than $200,000 received by the University last year through the acquisition of the Chicago School of Domestic Arts and Sciences.

* * *

## Bishops Are Alumni of Methodist Colleges

Of the thirteen bishops who were elected at the 1944 Jurisdictional Conferences all but one are alumni

of Methodist colleges. Seven of these have studied at two or more Methodist colleges. One studied at Baker, one at Bennett, two at Boston, two at Dickinson, two at Drew, two at Duke, one at Gammon, two at Garrett, one at Northwestern, two at Ohio Wesleyan, two at Southern Methodist, one at Southwestern University, and two at Wiley.

* * *

### Rust College Rebuilds the "Old South"

Seventy-eight-year-old Rust College, in its financial campaign, has put out an interesting leaflet entitled, "Rust College Presents You a Cotton Bouquet." Because of the soil restoration program put on by the college, the land, which up until six years ago produced only one-third bale of cotton per acre, is now producing a little over a bale per acre. More than eight hundred rural teachers study yearly under Rust College supervision. These teachers not only offer academic courses, but they provide a program of social, economic, and religious betterment to the rural communities.

* * *

### Wesleyan University Makes Permanent Record of Navy V-5 Activities

A group of faculty members and alumni of Wesleyan University (Middletown, Conn.) has completed three months' work on a 16 mm. motion picture depicting the life of an aviation cadet from the moment he arrived at Wesleyan until his graduation three months later. Wesleyan University trained military units during World War I but has only a brief cinematographic record of that period. Determined that should not happen this time, a committee consisting of the officer in charge of the Navy V-5 students, several alumni and Russell T. Limbach, artist-in-residence at the University, was given the responsibility of preparing a complete record. The film is in color and is already in demand among alumni groups.

* * *

### University of Southern California Professor Versed in Global Communication

Dr. Hans N. von Koerber, founder of the department of Asiatic studies of the University of Southern California (Los Angeles, Calif.) can read fluently in twenty-six foreign languages. He prepared the Chinese, Japanese, and German sections of the "Aviation Dictionary," which was published recently. It gives the translation of more than 3,000 technical terms in nine languages. He is now preparing the ground work of a technical dictionary in Malay and Dutch. Dr. von Koerber, several years ago, worked for the Dutch government as an interpreter of Malay and Chinese. He is listed in the latest "Who's Who in America," in the "International Who's Who," in the "Pan-Pacific Who's Who" and in the "Biographical Encyclopedia of the World."

* * *

### Simpson College Assured a New Science Building

A gift of $100,000 to Simpson College (Indianola, Iowa) from the Gardner Cowles Foundation of Des Moines has been designated for the erection of a science building which will be a memorial to George Washington Carver who had his first educational opportunity at Simpson College. One-half of the gift will be available to the college in cash when the contract is let, and the other half within twelve months thereafter.

For a number of years Mr. Gardner Cowles has contributed for scholarships and other purposes at Simpson College.

* * *

### One Story—Three Methodist Colleges

At the Eastman School's fourteenth annual Festival of American Music Dr. Howard H. Hanson, its director, paid tribute to the late Dr. R. Nathaniel Dett. Dr. Hanson said in part, "It has been the custom to dedicate this particular concert of the Festival . . . to Founder's Day in memory of that great American, George Eastman . . . I am sure that it would please Mr. Eastman to know that we are dedicating a portion of this program to the memory of the great Negro composer. . . . It was my privilege to know Nathaniel Dett well. . . . His music epitomizes the finest qualities of his people, and through his creation of that music he has presented to his country and to the world a spirit of beauty which will always remain a priceless gift." As a tribute, the men's choir of the Colgate-Rochester Divinity School and the choir of the Eastman School joined in the performance of three of Nathaniel Dett's works.

Dr. Dett, until a short time before his death, was a member of the faculty of Bennett College (Greensboro, N. C.). Dr. Hanson, who is the winner of the Pulitzer prize for distinguished musical compositions awarded for his symphony No. IV, opus 34, is an alumnus of Northwestern University (Evanston, Ill.) and was formerly Dean of the Conservatory of Music of the College of the Pacific (Stockton, Calif.).

* * *

Twenty per cent of the male faculty members of DePauw University (Greencastle, Ind.) have gone directly into military service since 1942. This figure does not include members of the DePauw faculty who have entered government service or other civilian activities directly connected with the prosecution of the war.

* * *

For the fifth successive year Dakota Wesleyan (Mitchell, South Dakota) has been the college chosen by the valedictorian of the Mitchell High School.

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### Duke Loses Vice-President

(*Continued from page 23*)

had charge of the university catalogs and bulletins.

He was for many years a member of the Western North Carolina Conference Board of Lay Activities. Under four governors he held appointments to State Boards and among the newspaper men of North Carolina he was universally known and liked. He was in great demand as a speaker and was widely known for his rare genius as a story-teller.

### Albion's New Type Religious Emphasis

(*Continued from page 10*)

Lord's having died for?" asked Dr. Coors.

These thoughts, given to the Albion student body over a longer period of time than the four-day Religious Emphasis Week of other years, lived with the student body in the after-Easter days and an appraisal of the two different methods of high-lighting Religion on a college campus leads many here at Albion to believe that the less hectic, less crowded approach is the better. Nothing of religious significance has been lost and much seems to have been gained by this longer, quieter period of deliberation on the things of the spirit.

# Newsy Odds and Ends

RUTH L. BEYER

Young Harris College (Young Harris, Georgia) will have clinic facilities as a result of a dinner meeting of fifteen alumni at the Biltmore in Atlanta during the Southeastern Jurisdictional Conference. It is the ambition of President J. W. Sharp that the clinic become county-wide and render service to all. In the three counties adjacent to young Harris there is only one doctor under seventy-five years of age among over 12,000 people. Rooms already available are being equipped for this permanent project.

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The library of Union College (Barbourville, Ky.) has received 300 volumes in the field of French and Spanish as a gift from Dr. H. B. Holmes who is retiring from the faculty of the University of Kentucky.

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Southwestern University (Georgetown, Texas) has under construction a large milk-producing and processing plant on the dairy property belonging to the college. Every portion of the plant will be provided with the latest scientific equipment for sanitation.

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### Brevard College Receives $10,000 Gift

Brevard College (Brevard, N. C.) received a contribution of $10,000 from the Ecusta Paper Corporation for general operating expenses. Dr. Coltrane, president of the college, said this is "positive proof of this fine industrial institution's interest in the college and what the college is doing for Transylvania County and this section of the state."

Kentucky Wesleyan (Winchester, Ky.) will have the service of a college nurse for the school year beginning September 25. A nurse has been employed to live in a dormitory and have charge of the small infirmary.

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President Lincoln B. Hale of Evansville College (Evansville, Ind.) has been elected president of the Indiana Association of Independent and Church-Related Colleges.

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When Mount Union College (Alliance, Ohio) awarded the honorary degree of Doctor of Humane Letters to Mrs. Thomas A. Edison, widow of the famous inventor, the college honored the daughter of a former president of the college Board of Trustees, the late Louis Miller who served from 1868 to 1899.

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Mr. H. R. Kendall of Evanston, Illinois, told Dick Inokutchi about Evanston Collegiate Institute and helped him get started in college. Dick was pleased and told his benefactor of the fine principles of the school. Later Evanston Collegiate Institute received a gift of $1,000 from Mr. Kendall.

* * *

Cherries suggest pharmaceutical syrup, not pies, to Ohio Northern University (Ada, Ohio) sorority girls. The fruit grew in the yard of the sorority house. The girls picked the cherries, and the pharmacy students among them converted the fruit into the syrup and placed it in the stock of the University dispensary.

# This Is Millsaps

Millsaps College, a liberal arts institution, located in the heart of Mississippi's capitol city, Jackson, has been serving the Christian youth of the State for over half a century. It was first conceived in 1888, when the Mississippi Conference voted to join Major Reuben W. Millsaps in founding a school for the highest type of young Methodist manhood.

The School opened in 1892 with the Reverend W. B. Murrah of the North Mississippi Conference as its first president. This was in the bleak days after the Reconstruction era of the Confederacy, when money was scarce. Then followed the economic depression of the early 1900's, but Millsaps under Murrah and other capable leaders who succeeded him continued to grow and flourish until today it stands as a symbol of liberalism, of freedom of thought, and of a firm belief in Christian Brotherhood.

The physical plant of the school consists of twelve major buildings, on a campus of one hundred acres, which is pleasantly wooded with many fine old trees and which provides facilities for all major athletic sports. The Millsaps faculty is carefully selected with emphasis on scholarship, leadership and character.

The college, which has contributed its part in two past wars is again doing its share in the defense of its country. On its campus Millsaps is busy helping to train future naval officers, while approximately six hundred of her sons and members of the faculty are serving in uniform. Many of these have won commissions. Some have made the supreme sacrifice.